

The way we live now

Mention "trends" to the reactionary and his suspicious "brilliant" "socialist" in front of it and he is already rummaging among his rubber stamps for the one engraved "Disapprove." But when he then finds that the latest volume of Social Trends from the Government statisticians in a cheap paperback cover and, worse, bears the outline of a confident, smiling teenage couple, "hand-in-hand, unclad (in blue, it just has to be) there is only one reaction, that of slummy foreboding.

The already-made-up mind usually finds what it wants when it starts flicking through pages. "Crime" is in almost all age groups and both sexes there was an increase in the number of persons found guilty over the years shown. "Exactly. Just what we know, anyway. And what's this about sexually transmitted diseases? More than twice the number of cases among males and four times the number among females compared with 10 years ago.

What have we been saying, what have we been telling them? Votes, pints and permissiveness at 18, what do they expect?

Hold on. When the cynical flicker-through stops at the crime pages long enough to study it, the statistics show that however more, felonious

No sovereign remedies

The comprehensive conference at York provided an opportunity for a group of education committee chairman, chief education officers, teachers, and union leaders to spend two days showing that there is no single path to heaven or hell. Big schools, small schools, banded schools, mixed ability schools, single-sex schools, selective schools—all had their confident exponents. None could claim any monopoly of truth under the comprehensive umbrella.

It was Dr Harry Judge some years ago who campaigned against the purists who are always wanting to put the prefix "true" or "real" in front of their particular brand of comprehensive, rather as schismatic theologians seek to make their own election by hunting out heresy in others.

But, as Dr Alan Little (who was

Although philosophers are not required to agree on the manner in which they agree among themselves on theoretical issues, they have for the most part concluded that there is a close relationship between education and moral values.

Whether a particular course of training actually constitutes education, unless I know the nature of the society in which the training takes place I cannot label it education or otherwise. For example, we cannot say that instruction in reading and writing is education *per se*; it is only so in our own society at this moment in history. But this has not always been the case. In early medieval times reading and writing might be a suitable activity for some monkish recluse or lowly amanuensis, but it would hardly be considered educationally necessary for the cadet of some powerful family. Again the "Know Your Rights" kind of course offered recently by various adult education bodies in the United Kingdom might well be viewed in the Soviet Union as strictly non-educational, or at least as a form of indoctrination.

If this sort of analysis is applied to our own society it will be seen that the teaching of certain subjects and the omission of others; the rejection of outside and alien influences are all designed to realize one specific vision to the exclusion of others.

Of course, if you reject the vision, then in all consistency you reject the educational system which is designed to bring it into being. Not to do so would logically impugn your claim that you found that sort of society undesirable. It is this logical connexion between the ideals of a society and its educational system which makes it impossible *in vacuo* to determine

A job for saints or superpersons... Harry Rée on the difficulties comprehensive heads face

We are probably passing through the most difficult period in the short history of the comprehensive school. In front of it and he is already rummaging among his rubber stamps for the one engraved "Disapprove." But when he then finds that the latest volume of Social Trends from the Government statisticians in a cheap paperback cover and, worse, bears the outline of a confident, smiling teenage couple, "hand-in-hand, unclad (in blue, it just has to be) there is only one reaction, that of slummy foreboding.

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The means to what end?

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Britain's minus mark in maths

Maths standards among British children have dropped since 1964 according to a test of 11-year-olds in seven countries carried out by the BBC. Performance has also fallen off in the other Western European countries tested, particularly in Japan. The results show a marked improvement in its average percentage score of 62 per cent, which is only slightly ahead of the other countries tested.

The better results in both England and Wales, and Scotland, have improved since a similar test in 1970, by 10 per cent. The Japanese score was 77 per cent, which is 15 per cent higher than the British score.

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While Japanese children make great strides in maths, the British fall behind. Patricia Rowan reports

school in a Tokyo suburb, where there might be 45 pupils in a class and a check on hair length to make the day-school eight-year-olds changing the answers to flash cards testing their multiplication tables.

They got the answers right and seemed to find it a giggle, though the film shows that the educational rat-race starts before kindergarten. One in five attends a crammer before or after school, and the teenage suicide rate is high. When results are poor, teachers visit parents to ask why. Parents are regarded as responsible for failure or success.

The only question on which the Japanese children performed badly was about square roots, which

Joint action wanted on rebels

The Assistant Masters' Association called this week for special committees to be set up to deal with disruptive pupils. Heads, teachers and local authority officials should advise schools, which do with rebellious children.

The 40,000-strong association said heads and teachers should have the power to suspend pupils for a limited period pending a full investigation of the case. School governors and the local authority should then be brought in to decide what further action to take.

The standing committee proposed by the association would advise on disruptive cases. It should be asked for their opinions before disruptive children were sent back to school.

The proposals are contained in a report on disruptive pupils prepared for the AMA annual conference in Cardiff next month. Written by Mr William Wood, from Donham, the report says there are a number of children whose behaviour is so persistently disruptive that they have to be removed from school.

A number of authorities have set up special units to cope with these children. An alternative course of action, Mr Wood says, might be a lengthy period of suspension during which some tuition is supplied.

Another course might be transfer to another school in the area.

The problem seemed to have grown worse in recent years, Mr Wood said. More permissive standards of behaviour in society had led to the increase in the number of very large schools and private boarding schools, among other factors, in the number of pupils who rebel against the school system and actually disrupt it.

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Caretakers settle for 10 per cent

Teachers' unions are likely to take account of the decision this week by the National Union of Public Employees to settle with the Government's 10 per cent guidelines when deciding their own claims NIPE represents school caretakers and ancillary staff.

A spokesman for the National

Scientology cannot be classified as education, tax tribunal rules

The longest VAT hearing ever held, which had much wider significance than simply whether tax should be paid, has just come to an end. The hearing was to decide whether or not the Church of Scientology should pay VAT on its educational activities. It found that it should.

The case is important for the Scientologists because it represents yet another battle in their long war for recognition as a religion which has been going on since 1968 when the then Home Secretary, Mr Jim Callaghan, banned all foreign Scientologists from Britain. The group has now decided to appeal against the VAT tribunal's decision.

The hearing took place last month over a two-week period and if the judgment is upheld on appeal, the Scientologists could have to pay more than £20,000 in worth of tax for five months in 1973 as well as a good deal more for the period since.

The tribunal heard evidence from a number of prominent academics and educationists, including Miss Sheila Browne, of the University of East Anglia, and Dr Trevor Thomas, former vice-chancellor of Liverpool University, and Dr Thomas Hill, professor of economics at the University of East Anglia.

The Scientologists maintained that their religion did not have to pay VAT on the income from their educational activities, which amounted to £528,910 in their 1971 accounts, on the grounds that they were exempted under Section 4 of the Finance Act 1972 as being of a kind provided by a university and if it does not make a profit.

In their evidence, the Scientologists said they operated at a substantial loss. They said their East Grinstead, Sussex, was similar to a theological college (like Campion Hall, Oxford, for example) and their courses were of university standard.

The tribunal had to decide whether the Scientologists were providing education, whether it was a university kind of education and if it was provided for profit or not. It concluded that the group was providing some education but that it was not university education and that it was not provided otherwise than for profit.

Both the Scientologists and Miss Sheila Browne said that education involved activities and processes involving learning and the ability to understand and articulate, to reason and make judgments and to develop sensitivity and creativity.

The tribunal, which was chaired by Lord Grantham, decided that the group's training courses were education.

The training courses, which were named "Anatomy of the Human Mind" (£20), "Professional Mind Clearer" (£125) and "Saint Hill Special Briefing" (£275) among other titles, taught members the language of Scientology. Students read books written mainly by Mr Hubbard, who discovered the philosophy, and listened to tape recordings made by him. There are almost 2,000 tapes containing Mr Hubbard's teachings, each one lasting about an hour in play.

The Church of Scientology of California, in the words of the tribunal, is, or claims to be, a religion or a philosophy, and is therefore exempt from VAT. It is what university education is used to be about. All churches and organizations were involved in some barrier or exchange, he said. The Church of Scientology faced difficulties because it was not a traditional and widely accepted religion.

Court to decide on sex bias in school subjects

The right of girls to study the same subjects as boys is to be tested in court next year.

Parents of a 12-year-old Croydon girl are alleging discrimination against her and her school on the grounds that she was allowed to do woodwork and metalwork only after they had asked specially.

The head, they allege, said to learn these subjects at all if the classes were full.

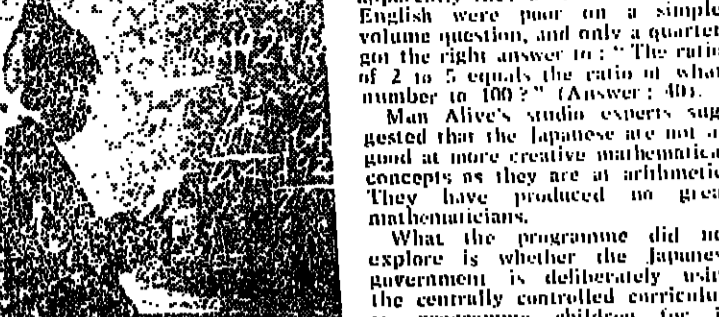
The case is being brought, with the support of the Equal Opportunities Commission, under Section 22 of the Sex Discrimination Act. This says boys and girls must have equal opportunities to take all subjects.

The commission says that girls should have completely open access to traditionally male subjects. They should not be singled out for special treatment.

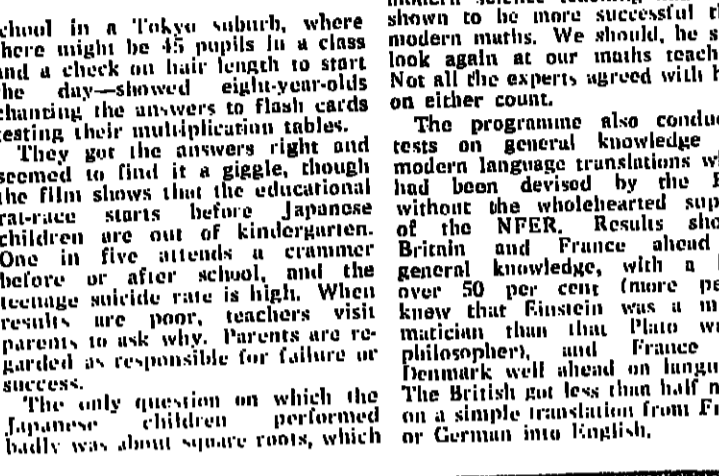
The timetable of "girls' subjects—needlework and cookery—against 'boys' subjects—woodwork and metalwork—is still widely spread in British schools. Only when it is broken down will it begin to show the kind of subjects they need if they are to break into such male enclaves as engineering.

Tyndale appeal: staff must wait

The five former staff of William Tyndale junior school who have appealed to an industrial tribunal against dismissal by the Inner London Education Authority will have to wait until after Christmas to learn their fate. After eight days of hearings, the tribunal has refused to wait until after Christmas to learn their fate. After eight days of hearings, the tribunal has refused to wait until after Christmas to learn their fate. After eight days of hearings, the tribunal has refused to wait until after Christmas to learn their fate.



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Average scores of 11-year-olds in seven countries in the "Man Alive" maths test. The top line shows the results when the same questions were asked in 1970. The bottom line shows the results when the same questions were asked in 1971. Japan is the only country where results have improved (Thomas Hill did not take part in 1971).

Philip Venning reports on the facts about young people in the 1970s



Pupils opt for primrose path...

A growing number of pupils with A level passes are turning their backs on further or higher education and getting jobs...

Left wingers fear witch hunt after Gould report

Academics named in the report on Marxists in higher education have been accused of a witch hunt...

...but fewer on drugs, and youth clubs boom

Fuzes: Children were the fourth most common cause of domestic fires in 1976. More than 1,000 fires started in bedrooms...

non-manual work. The worst-paid workers were girls under 18 in non-manual jobs. Many of them earned less than £20 a week.

7,000 miss out on awards

In the past three years about 7,000 students have been denied the discretionary awards they could have expected from their local schools...

Cries of 'shame' as 30% claim is dropped

University teachers are to withdraw their demand for a pay rise of 30 per cent. Instead, they will ask for a 10 per cent increase...

New association for principals

Another association of college principals, the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education, has been formed.

Cambridge plan to sweeten the industrial pill

Week-long courses to give undergraduates a taste of industry and commerce are the main feature of an ambitious new programme planned by the Careers Research and Advisory Centre, Cambridge.

Scots take the ski prizes

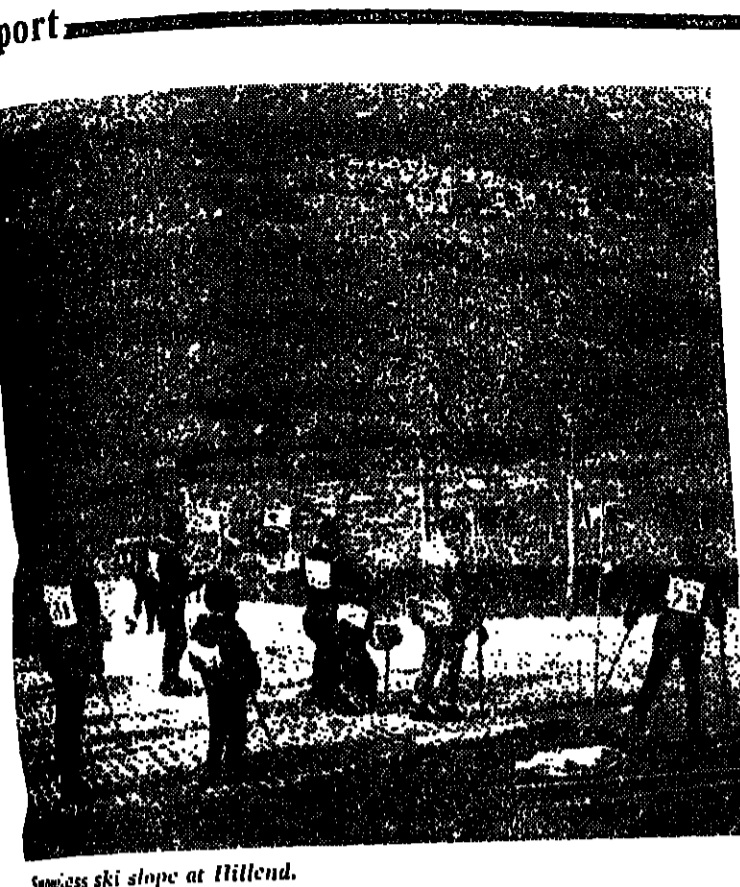
As briefly reported last week, Edinburgh skiers took almost all the prizes in the British schools championship weekend on the Hillend dry ski slope.

Sharron still on her winning way

Sharron Davies, of Plymouth School, Plymouth, will be able to look into her Christmas pudding with gusto after another series of outstanding swimming performances...

Camping out

School playing fields in Sussex-by-the-sea may be turned over to campers and caravanners in the summer holidays. An "Economic Opportunities Task Force" set up by the leader of East Sussex County Council is considering the proposal.



Swiss ski slope at Hillend.

Team games 'on the way out'

Team games, the emphasis on competition and the obsession with winning are outmoded, a Schools Council Conference on physical education was told at the weekend.

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Inconspicuous consumption?

Lucy Hodges looks at the changing status of consumer education as a school subject

What is consumer education? Is it about teaching a classroom of girls about yeast dough techniques? Does it involve memorizing the Supply of Goods, Trades Descriptions and Fair Trading Acts? Or is it about deciding which bar of soap to buy in the local high street?

As the subject is taught at the moment, all these points—and many more—come into the baggage of consumer education. It is not an easily definable subject; everyone is agreed on that. It is about learning the skills necessary for questioning and analysing the things we buy or the services we use.

It goes much wider than teaching children how to buy wisely, to cover the effects industry and government have on society, from pollution to equal opportunities to pay packets. It is about people learning to assert themselves in an ever more complicated democracy.

The subject is taught mostly in secondary schools under the headings of home economics, business, general, liberal or social studies, child care, and English, and sometimes in history, geography and maths. It has grown up in an ad hoc way, in response to changing times and the motivation of individual teachers.

There is still much confusion and ignorance about what it is. Many schools do not teach it at all, and those that do tend not to teach it as a subject in its own right. In a survey carried out this year for the European Commission, Marion Giordan, a freelance writer who has made the subject a speciality, found that in one local authority only four comprehensives out of 19 taught consumer education.

This, she says, is a common percentage. In her journeys around Britain in search of the subject, she was frequently asked to give advice and information to educationists. They wanted to know how it should be taught, what it consisted of—what it was, in fact.

As it has evolved, the subject reaches more girls than boys, and the CSF rather than the O and A level candidate. It

appears in a number of CSE syllabuses, including homecraft, and government and citizenship. But it tends to be dominated above all by home economics. Marion Giordan and others have their reservations about this.

Home economists tend to resent the claims of other disciplines on the subject, say the critics. They are not in general trained to be alert to concepts and ideas, since their training is in crafts and aimed at producing tangible things, such as chocolate cakes.

They tend to emphasize comparison between products, wise buying and budgeting. The sort of question a home economist might pose is: "Select an electric or gas cooker for a newly married couple, and give reasons for your choice." Home economics is also likely to be dominated by women.

Marjorie Cay, warden of the Battersea Home Economics Teachers' Centre, has little time for these kind of criticisms. Home economics has changed beyond all recognition from the old domestic science days, and she is well aware of the broad nature of the subject. With this in mind, she has been busy drafting a CEE con-

sumer education syllabus, with the help of fellow teachers.

Such initiatives from within education are, however, few and far between, and much of the momentum for curriculum development has come from outside organizations such as the Office of Fair Trading and the British Standards Institution. Consumer protection departments of local authorities have also been active, as has the Cadogan Trust (the research arm of the National Council for Civil Liberties), which has appointed a full-time education officer to produce teaching packs and teachers' source books on civil liberties and the law.

Which magazine has produced material for 13 to 16-year-olds to fit in with a range of subjects, and all three bodies (OFT, BSI and Which?) have worked with the ILEA on a joint venture, called *Suzie and the Supershopper* (see illustration). This is a teaching package designed to fit in with other subjects, ideally social sciences and home economics.

Since consumer education is more of a frame of mind than a discipline, most teachers think it should be taught across the curriculum in this way. This, of



Buddhism comes to Cumbria

Story and pictures by Jon Player

In 1969 the International Mahayana Institute was opened in Kopan, Nepal, to teach Mahayana (Tibetan) Buddhism to Westerners. Several British people returned from studying there and, finding themselves in a spiritual vacuum, decided to create an institute of their own.

They eventually bought Conishead Priory, near Ulverston, for £50,000, and created the Manjushri Institute. Lama Thubten Yeshe and Lama Thubten Zopa Rinpoche, both Tibetan refugees, were invited to be the spiritual heads of the Institute.

Conishead Priory is a rambling old building standing in 70 acres of land on the site of a 12th-century monastery: in

recent years it has been a convalescent home for Durham miners and an orphanage. When the Buddhists took it over it had lain empty for five years. The garden was overgrown, the building riddled with dry rot.

At present there are 25 residents at the Priory restoring the building, clearing the land—they hope to provide most of their own food by next year—and organizing courses in Buddhism. The group includes the founder members of the institute, and others who have gravitated towards the centre. There are also two Western nuns resident at the Priory, who lead the meditation and supervise the group's spiritual progress.

The residents are expected to pay for their keep, and to put in a day's hard work either in the gardens or on the

building. Their day begins at 6 am with one hour's meditation, and continues until evening with another meditation period before supper. Some members of the community work for the Forestry Commission, and give their wages to the institute to contribute towards running costs.

The vegetarian fare is expertly prepared by Lucy, an Australian cook, who originally joined the community in September, 1976, with the intention of staying a couple of weeks. Before coming to England she spent several months in Nepal, where she cooked for the Tibetan Lamas.

Her 15-year-old daughter, Portia, attends the local comprehensive and is often visited by friends and classmates at the Priory. Generally speaking, relations with the local inhabitants are good. The Buddhists had an overwhelming

response to their requests for old furniture, bedding, etc.

Meditation courses are run at the Priory at frequent intervals. During my visit a course was in progress, supervised by Geshe Damchö Yonten, formerly Abbot of Samien Ling Gompa in Ladakh, who has been living in England for a year. Approximately 20 students attended the course, which began at 6 am and progressed till evening with a timetable of meditation, lectures and discussions.

It is hoped that the Priory will eventually house a college for the full-time study of Buddhism. In the meanwhile, the principal aim of the residents at the Priory is directed towards fund raising: an estimated £50,000 is required to cover necessary alterations and work on the building.



means teachers have to be well organized and well organized. In the United States some schools have appointed coordinators to make sure consumer education programmes happen in the way they are intended.

Marion Giordan, however, would like to see it taught and examined as a subject in its own right. If there is O level brickwork, why not O level consumer affairs? At present it is an exam in its own right in CSE Mode 3 and CEI. There is no doubt that, until it is treated by the examination boards with the seriousness reserved for other subjects, it will not be treated seriously by teachers either.

It might be useful if the Schools Council were to undertake a curriculum development project on consumer affairs. Eric Aldwiner, chairman of the Advisory Centre for Education, who also looks after education at the National Consumer Council, feels that one of the main gaps in the subject's development has been the failure to build it up sequentially through a child's school career, from primary to secondary level.

One of the recommendations Marion Giordan made in her EBC study, which

she felt would help give the subject the impetus it needed, was in-service training for teachers. At present teachers are not taught how to teach consumer education. It was up to local education authority inspectors and advisers to do this, she suggested, and they should also set up curriculum development units for the subject.

In the meantime, harassed teachers could perhaps be best helped by a clearing house to give the advice and information they need. This is something that Marjorie Cay at the Battersea Teachers' Centre has spotlighted. "Many teachers are at present tinkering with consumer education. Results are unbalanced, and often exhausting to the teacher, who is frantically trying to stay one step ahead of the pupils", she wrote recently.

There is a useful publication, a newsletter called *Consumer Education* produced quarterly by Forbes, which keeps teachers informed about new developments. But it can only begin to answer the problem. The subject has a long way to go; consumer education happens as and when the spirit moves individual teachers. Maybe this is, after all, the best route for it.



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Unless otherwise stated, all posts are available immediately and application forms together with further particulars are available from the Head of the School, to whom they should be returned by 10th January, 1979.

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OXFORDSHIRE COUNTY COUNCIL, Oxford. For school details see under Heads of Department, Scale 2 to be responsible for subject at present to C.S.E. Mode 3 level. Interest/Ability in Science an advantage.

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OXFORDSHIRE COUNTY COUNCIL, Oxford. For further details see advertisement under Secondary English, Scale 1.

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PASTORAL CIWYD (Welsh) For further details see advertisement under Secondary English, Scale 1.

SCIENCE HERTS ANTONY'S LEWESION For further details see advertisement under Secondary English, Scale 1.

Other than by subject Classification CIWYD (Welsh) For further details see advertisement under Secondary English, Scale 1.

OXFORDSHIRE COUNTY COUNCIL, Oxford. For further details see advertisement under Secondary English, Scale 1.

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Colleges of Further Education
DERBYSHIRE
LONDON COLLEGE OF FURTHER EDUCATION

Universities
CALIFORNIA
STANFORD UNIVERSITY
Faculty and Social Change: The School of Education areas a

Fiji
UNIVERSITY OF THE SOUTH PACIFIC
Applications are invited for the post of DEPUTY DEAN

Assessment Centres
ROTHSCHILD
DEPARTMENT OF EDUCATION
CLINTON ROAD, HATFIELD

JAPAN
TEACHING OF ENGLISH needed in Japan
CANADIAN ACADEMY
of Education, 1000

Australia
TEACHING OF ENGLISH needed in Australia
CANADIAN ACADEMY
of Education, 1000

Miscellaneous
ENGLISH AS A FOREIGN LANGUAGE
TEACHING OF ENGLISH needed in North America

English as a Foreign Language
R.S.A. CERTIFICATE IN ENGLISH
TEACHING OF ENGLISH needed in North America

WEST YORKSHIRE
HARrogate COLLEGE
Applications are invited for the post of DEPUTY DEAN

PERSONAL LOANS
PENSIONERS
POSTAL LOANS LTD.
Applications are invited for the post of DEPUTY DEAN

Chief Education Welfare Officer
Applications are invited from men or women, preferably with good experience in the field of Education Welfare

Holidays and Accommodation
ATTENTION GROUP ORGANIZERS
HARROW HOUSE
Applications are invited from men or women, preferably with good experience in the field of Education Welfare

Careers Service
CAREERS OFFICER
Applications are invited from men or women, preferably with good experience in the field of Education Welfare

ENFIELD
LONDON COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of DEPUTY DEAN

Fiji
UNIVERSITY OF THE SOUTH PACIFIC
Applications are invited for the post of DEPUTY DEAN

FRANCE
TEACHING OF ENGLISH needed in France
CANADIAN ACADEMY
of Education, 1000

IRAN
TEACHING OF ENGLISH needed in Iran
CANADIAN ACADEMY
of Education, 1000

IRELAND
TEACHING OF ENGLISH needed in Ireland
CANADIAN ACADEMY
of Education, 1000

ADMINISTRATION
LOCAL EDUCATION AUTHORITY
Applications are invited for the post of DEPUTY DEAN

Appointments Wanted
M.A. and B.A. and child care
Applications are invited for the post of DEPUTY DEAN

General
CO-OPERATIVE UNION LIMITED
EDUCATION DEPARTMENT
Applications are invited for the post of DEPUTY DEAN

AWARDS AND SCHOLARSHIPS
MIDDLESEX
SCHOLARSHIP EXAMINATION
Applications are invited for the post of DEPUTY DEAN

EXHIBITIONS
BRITISH MUSEUM, ANTIQUARIAN
Applications are invited for the post of DEPUTY DEAN

Entertainments
ARTS THEATRE, 356 53/34, 0/1
Applications are invited for the post of DEPUTY DEAN

For Sale and Wanted and Postal Shopping
CARPETS FURNITURE FABRICS
Applications are invited for the post of DEPUTY DEAN

PERSONAL
RECOMMENDED
Applications are invited for the post of DEPUTY DEAN

EDUCATION AND SOCIAL SERVICES DEPARTMENTS
ST. JOHN'S COMMUNITY HOME SCHOOL
Teachers required - (a) HOME ECONOMICS (b) CRAFT EDUCATION

SUDAN
UNIVERSITY OF NIHA
Applications are invited for the post of DEPUTY DEAN

Overseas Appointments
UGANDA
NABARALI COLLEGE
Applications are invited for the post of DEPUTY DEAN

BRUNEI
Head Teacher
Required by the Royal Brunei Malay Regiment for the children of a new English primary school

Teacher of English
The Junior trades training school of the Royal Brunei Malay Regiment requires a trained and experienced teacher of English as a foreign language

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Private Advance
A PRIVATE ADVANCE
Applications are invited for the post of DEPUTY DEAN

EMIGRATE WITH BREWER & TURNBULL
Free applications and qualifications for the post of DEPUTY DEAN

FOR LOANS AND MORTGAGES
THE PROFESSIONAL BROKER
Applications are invited for the post of DEPUTY DEAN

IMMEDIATE ADVANCES
REGIOVAL TRAVEL LTD.
Applications are invited for the post of DEPUTY DEAN

MORTGAGES
MORTGAGES
Applications are invited for the post of DEPUTY DEAN

Properties for Sale and Wanted
KENT, Co. Essex, Day, Thurston
Applications are invited for the post of DEPUTY DEAN

ASSISTANT MANAGER
REDBRIDGE SPORTS CENTRE TRUST LTD.
Assistant Manager wanted for early appointment to join an enthusiastic team

UNIVERSITY APPOINTMENTS
THE TIMES HIGHER EDUCATION SUPPLEMENT
Applications are invited for the post of DEPUTY DEAN

PHILIPPINES
TEACHING OF ENGLISH needed in Philippines
CANADIAN ACADEMY
of Education, 1000

NEW ZEALAND
TEACHING OF ENGLISH needed in New Zealand
CANADIAN ACADEMY
of Education, 1000

AFRICA
TEACHING OF ENGLISH needed in Africa
CANADIAN ACADEMY
of Education, 1000

NEW ZEALAND
TEACHING OF ENGLISH needed in New Zealand
CANADIAN ACADEMY
of Education, 1000

AFRICA
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of Education, 1000

BIRMINGHAM CITY COUNCIL
Teachers required - (a) HOME ECONOMICS (b) CRAFT EDUCATION

UNIVERSITY APPOINTMENTS
THE TIMES HIGHER EDUCATION SUPPLEMENT
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AFRICA
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CANADIAN ACADEMY
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Colleges of Further Education
DERBYSHIRE
LONDON COLLEGE OF EDUCATION

Universities
CALIFORNIA
STANFORD UNIVERSITY

FIJI
UNIVERSITY OF THE SOUTH PACIFIC

Assessment Centres
NO FIDELITY
Metropolitan Borough of

JAPAN
TEFL TEACHERS
FRANCE

AUSTRALIA
WEST YORKSHIRE
PERSONAL LOANS

Miscellaneous
ENGLISH AS A FOREIGN LANGUAGE
FOR THOSE INTERESTED

English as a Foreign Language
U.S.A. CERTIFICATE IN TEFL

Administration
Local Education Authority
WEST RUSSEX

Appointments Wanted
MIDDLESEX
SURREY

General
CO-OPERATIVE UNION LIMITED
AFRICA

NEW ZEALAND
IRAN
LIVERPOOL

HEREFORD AND WORCESTER
NORTHAMPTONSHIRE
WELLINGBOURGH TECHNICAL

EDUCATION AND SOCIAL SERVICES DEPARTMENTS
ST. JOHN'S COMMUNITY HOME SCHOOL

SUDAN
UNIVERSITY OF KHARTOUM

Overseas Appointments
UGANDA
NAMASRALI COLLEGE

BRUNEI
Head Teacher
Teacher of English

PHILIPPINES
KUWAIT
UNIVERSITY EDUCATION

FOR LOANS AND MORTGAGES
IMMEDIATE ADVANCES
REGIONAL TRUST LTD

MORTGAGES
MORTGAGES UP TO 100%

Books for Sale
Home Exchange Holidays

Properties for Sale and Wanted

COUNCIL OF LOCAL EDUCATION AUTHORITIES
Principal
Administrative Assistant

Lincolnshire
Carers Officer
International Language Club

Teachers required - (a) HOME ECONOMICS (b) CRAFT EDUCATION

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BIRMINGHAM CITY COUNCIL
ASSISTANT MANAGER
REDBRIDGE SPORTS CENTRE TRUST LTD.

BRUNEI
Head Teacher
Teacher of English

PHILIPPINES
KUWAIT
UNIVERSITY EDUCATION

FOR LOANS AND MORTGAGES
IMMEDIATE ADVANCES
REGIONAL TRUST LTD

MORTGAGES
MORTGAGES UP TO 100%

COUNCIL OF LOCAL EDUCATION AUTHORITIES
Principal
Administrative Assistant

ASSISTANT MANAGER
REDBRIDGE SPORTS CENTRE TRUST LTD.

PHILIPPINES
KUWAIT
UNIVERSITY EDUCATION

BRUNEI
Head Teacher
Teacher of English

FOR LOANS AND MORTGAGES
IMMEDIATE ADVANCES
REGIONAL TRUST LTD

MORTGAGES
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Principal
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KUWAIT
UNIVERSITY EDUCATION

BRUNEI
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FOR LOANS AND MORTGAGES
IMMEDIATE ADVANCES
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COUNCIL OF LOCAL EDUCATION AUTHORITIES
Principal
Administrative Assistant

